



माध्यमिक शिक्षा मंडल, मध्यप्रदेश द्वारा कम किए गए
पाठ्यक्रमानुसार नवीनतम ब्लूप्रिन्ट पर आधारित

युगबोध परीक्षा बोध

दो सेट प्रादर्श एवं दो सेट संभावित प्रश्न-पत्र सहित

(हिन्दी एवं अंग्रेजी माध्यम के लिए)

अंग्रेजी कक्षा 12वीं

प्रश्न-पत्र का नया ब्लूप्रिन्ट

सं. क्र.	इकाई एवं विषय वस्तु	इकाई पर आबंटित अंक	वस्तुनिष्ठ प्रश्न	अंकवार प्रश्नों की संख्या				कुल प्रश्न
			1 अंक	2 अंक	3 अंक	4 अंक		
	Section A Reading Skills	14	-	-	-	-	-	
1.	Unseen Passage	4 MCQs, 2MC Qs on vocab.2 Fill ups, 2 one word ans, qus.	10	-	-	-	1	
2.	Note Making		-	-	-	1	1	
	Section B Writing Skills	12	-	-	-	-	-	
3.	Notice/Advertisement/Poster		-	-	-	1	1	
4.	Letter Writing (Formal/informal)		-	-	-	1	1	
5.	Long Composition Article/Reports/ Speech/Debate		-	-	-	1	1	
	Section C Grammar	10	-	-	-	-	-	
6.	Sentence Corrections/ Fill ups		5	-	-	-	1	
7.	Do as Directed		5	-	-	-	1	
	Section D Textbooks	44	-	-	-	-	-	
8.	Extract from Prose (Flamingo)		5	-	-	-	1	
9.	A. Extract from Poetry (Flamingo)		3	-	-	-	1	
	B. Extract from Supp. Reader (Vistas)		4	-	-	-	1	
10.	5 S. A. Type Q. from prose (Flamingo)		-	5	-	-	1	
11.	3 S. A. Type Q. from poetry (Flamingo)		-	3	-	-	1	
12.	2 S. A. Type Q. from Supp. Reader (Vistas)		-	2	-	-	1	
13.	2 L. A. Type Q. from Prose (Flamingo)		-	-	2	-	1	
14.	1 L. A. Type Q. from Poetry (Flamingo)		-	-	1	-	1	
15.	1 L. A. Type Q. from Supp. Reader (Vistas)		-	-	1	-	1	
	योग	80	32	20	12	16		

2022

7. FLAMINGO

[A] PROSE SECTION

1. THE LAST LESSON

— *Alphonse Daudet*

Answer these Questions

Q. 1. What was Franz expected to be prepared with for school that day ?

Ans. He was expected to be prepared with the rules for the use of participles.

Q. 2. What did Franz notice that was unusual about the school that day ?

Ans. He noticed that it was all very still, calm and quite like Sunday morning while on other days it used to be great hustle and bustle. The sound could be heard out in the street. The opening and closing of the desks, lessons repeated in unison very loud and the teacher's great ruler rapping on the table made a great noise. But on that day the whole school looked so strange and solemn. It was quite unusual and surprising.

Q. 3. What had been put up on the bulletin-board ?

Ans. It was about an order from Berlin that only German was to be taught in the school of Alsace and Lorraine.

Q. 4. What changes did the order from Berlin cause in school that day ?

Ans. There was complete silence everywhere. All looked sad and serious. Old people of the village had come to thank Mr. Hamel for his faithful service for 40 years.

Q. 5. How did Franz's feelings about Mr. Hamel and school change ?

Ans. Franz was now very sad for Mr. Hamel. He forgot all about his cranky behaviour. Now he did not hate school. He made books as his friends.

Q. 6. The people in this story suddenly realise, how precious their language is to them. What shows you this ? Why does this happen ?

Ans. Prussia got victory over Alsace. It affected the life at Mr. Hamel's School very much. Orders from Berlin were sent to all schools of Alsace and Lorraine that they would teach only German instead of French. The students became sad because of their indifference to their own language. Mr. Hamel addressed about the importance of French. He told that French is the most beautiful, clearest and most logical language of the world. This shows Mr. Hamel's patriotic feelings.

Franz was shirker and sentimental. He felt sorry for neglecting his lessons in French. He had a deep respect for his teacher when with profound grief Mr. Hamel told, "School is dismissed-you may go."

Q. 7. Franz thinks. "Will they make them sing in German even the pigeons ?" What could this mean ?

(There could be more than one answer.)

Ans. It means that the Germans can enslave the French but they can't take away their love for French language. It is in their blood and cannot be finished as long as they are

alive. The order aroused the patriotic feelings among the people. Suddenly they realised how precious their language was to them. Mr. Hamel told that French is the most beautiful language in the world. It is the clearest and most logical language. Franz became very sentimental. This was his last lesson in French. He felt sorry for neglecting his lessons in French. Now he had great respect for French and Mr. Hamel.

Q. 8. "When people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison."

Can you think of examples in history where a conquered people had their language taken away from them or had a language imposed on them ?

Ans. The teacher Mr. Hamel, in "The Last Lesson" told the students about the importance of a language in the lives of the people. He told that a language always keep the people united. He provoked them to fight unitedly to win their freedom from slavery.

There are examples in history where conquered people had held fast to their language and they could win their freedom from their ruler. The biggest example in history is that of British and India who left the impact of English on us. Mr. M. Hamel went on to say to his enslaved people of France in the school at the district of Alsace: "We must guard it (the language) among us and never forget it". In other example, we can see that Spanish and Portuguese have been imposed on the people of Latin American Countries.

Q. 9. What happens to a linguistic minority in a state? How do you think they can keep their language alive? For example :

Punjabis in Bangalore

Tamilians in Mumbai

Kannadiyans in Delhi

Gujaratis in Kolkata.

Ans. A linguistic minority faces a lot of problems in a state. They have to learn their language to make interaction among themselves. Even in schools and colleges have the language of majority. Punjabis in Bangalore, Tamilians in Mumbai, Kannadians in Delhi, and Gujratis in Kolkata face the same problem. They safeguard their language by making interaction within their community. They gather and celebrate their festivals with a great joy. They are never ignored by a lot of the states but they hardly develop social relations with others outside their linguistic group. They hold fast to their language. They have their minority schools to teach the language to the children. Through shows, celebrations, public libraries and public gatherings they keep their language alive.

Q. 10. Is it possible to carry pride in one's language too far ? Do you know what 'linguistic chauvinism' means ?

Ans. It is good if we feel proud of our own language, culture and traditions. But on the other hand we must respect the other linguistic minorities. "Linguistic Chauvinism" is the unreasonable belief of one's own language. For an example, German was imposed to be taught in the schools of Alsace and Lorraine the teaching of French was stopped.

Q. 11. What was the fear in little Franz's mind when he started for school in the morning ?

Ans. On that day Franz was very late for the school. He feared that the teacher would scold him, also the teacher had given the home task to learn participles, and Franz did not know a word about participles. Hence, he was in great fear.

Q. 12. Why did Franz not want to go to school that day ?

Ans. Franz was late for the school. He thought that the teacher would scold him, and he would ask questions on participles. Franz did not know anything about participles. So he thought of running away and spent the day out of doors.

Q. 13. What did Franz see while he was going to school ?

Ans. He saw that Prussian soldiers were drilling in an open field. When he was passing through the town hall, he saw a crowd stood in front of the bulletin board. He wandered to see the crowd.

Q. 14. What things tempted Franz to keep away from school ?

Ans. It was a warm and bright day. Birds were chirping on the trees. Prussian soldiers were drilling in an open field and Franz thought that it was more tempting than going to school.

Q. 15. What was the order from Berlin and what changes did it cause in the school?

Ans. The order said that German would be taught in the schools of Alsace and Lorraine, and for that the new teachers were coming the next day. There was complete silence everywhere. The people looked sad and serious. The old people of the village came to thank Mr. Hamel for his faithful services of forty years.

Q. 16. What did the blacksmith say to Franz ?

Ans. Franz was moving very fast because he was late for school, the blacksmith was standing in front of the bulletin board, at the town hall. He told him not to go fast as he would get to school in plenty of time.

Q. 17. What was Franz expected to be prepared with for school that day ?

Ans. The teacher had said that he would ask questions on participles. So Franz was expected to be prepared with the rules for the use of participles But little Franz didn't know a word of them.

Q. 18. What usual noises could be heard in the street when the school began ?

Ans. The sound of opening and closing desks. There was the loud noise of lessons being repeated in unison. The teacher's great ruler rapping on the table could also be heard.

Q. 19. What did Franz see through the window when he reached his school ?

Ans. Franz saw that his classmates were already at their places. Mr. Hamel was walking up and down in the classroom. He was holding his iron ruler under his arm.

Q. 20. The teacher did not scold Franz for his coming late to school. Why ?

Ans. Mr. Hamel his teacher did not scold Franz for his coming late to school because it was Mr. Hamel's last day at school. He was sad to leave the school. On the other hand the villagers were sitting on the back benches.

Q. 21. How was Mr. Hamel dressed on his last day in school ?

Ans. He was dressed in his best clothes. He wore beautiful green coat and a frilled shirt, also he wore a little black silk cap. He always wore this dress on inspection and prize distribution days.

Q. 22. Why did Hauser and the other villagers come to attend 'The last lesson' ?

Ans. They came to thank Mr. Hamel, for his 40 years of faithful service. They sat on the last benches with the students.

Q. 23. What information did Mr. Hamel give to the children in his class ?

Ans. Mr. Hamel told in the class that it would be his last lesson. Orders had come from Berlin to teach only German in the schools of Alsace and Lorraine. The new teacher was coming the next day.

2. LOST SPRING

— Anees Jung

Answer these Questions

✓Q. 1. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?

Ans. He is looking for some silver coin or currency note. This only is gold for him. He has come from Bangladesh and lives in Seemapuri (Delhi).

✓Q. 2. What explanations does the author offer for the children not wearing footwear?

Ans. He says that the children are too poor to have any shoes. It could also be a tradition among them to go barefoot.

Q. 3. Is Saheb happy working at the tea stall? Explain.

Ans. No, he is not happy working at the tea stall. Now he is no longer his own master.

✓Q. 4. What makes the city of Firozabad famous?

Ans. Firozabad is famous for its bangles. Every other family in Firozabad is busy in making bangles. It is also the centre of India's glass blowing industry.

Q. 5. Mention the hazards of working in the glass bangles industry.

Ans. Workers have to work in dingy cells without air and light. They go blind with the dust from polishing the glass of bangles. The temperature around the furnace is extremely high.

✓Q. 6. How is Mukesh's attitude to his situation different from that of his family?

Ans. Mukesh belongs to a family of bangle makers. He does not like making bangles. He insists on being his own master. He wants to become a motor mechanic, and wants to get the training of it.

Q.7. What could be some of the reasons for the migration of people from villages to cities?

Ans. The reasons for migration are many. Their fields and homes were swept away by frequent storms. They had nothing to eat. The another important factor is the destruction of traditional arts and crafts in the villages.

Q. 8. Would you agree that promises made to poor children are rarely kept ? Why do you think this happens in the incidents narrated in the text ?

Ans. Yes, promises made to the poor are rarely kept. It happens because these people are not organised and can't put any pressure on government. India is a country where we organise seminars to eradicate child labour but, all in vain, and apart from it India is the largest country where dubious distinction of having maximum numbers of child workers in the world. In this chapter the writer Anees Jung presents the real condition of slum areas of Seemapuri of New Delhi. The ragpickers of Seemapuri and the child workers in the glass industries of Firozabad have never been to schools. They don't have even shoes. They have no dreams. They are the softest aim for exploitation.

Q. 9. What forces conspire to keep the workers in the bangle industry of Firozabad in poverty ?

Ans. There are two distinct worlds operating in Firozabad. The first world consists of families engaged in the business of making bangles. They have been exploited and are caught in the net of poverty. The other world consists of Sahukars or money lenders, the middlemen and the policemen. If the young get themselves organised are 'hailed up' by the police. They can't think of organising themselves into a cooperative. Powerful people keep the workers in bangle industry helpless and poor.

Q. 10. How, in your opinion, can Mukesh realise his dream ?

Ans. Yes, in my opinion he can realise his dream by working at some garage and to get the training of a motor mechanic.

Q. 11. Mention the hazards of working in the glass bangles industry.

Ans. Workers have to work in dingy cells without air and light. They go blind with the dust from polishing the glass of bangles. The temperature around the furnace is extremely high.

Q. 12. Why should child labour be eliminated and how?

Ans. It is a very shameful condition that India has the maximum number of child workers in the world. It is an inhuman practice. A child needs love and care. All the major industries employ a large number of child workers. Bangle industry in Firozabad, carpet industry in Mirzapur and fire-work factories in Sivakasi, thousands of children are working there. It is banned by the law, but no action is taken against such people. Strict action should be taken. Only exemplary punishment can put an end to this shameful practice.

Q. 13. Who was Saheb ? What was his full name ? What was he doing and why ?

Ans. Saheb was a young boy of school going age. His full name was Saheb-e-Alam. He was looking for something in garbages that can get him some coins. His family has migrated from Dhaka because of the violence and poverty there. He was doing this for his livelihood.

Q. 14. What is the meaning of Saheb's full name ? Does he know it ? How does he conduct himself ?

Ans. His full name is "Saheb-e-Alam". It means the lord of the universe. He doesn't know it. He is a ragpicker and roams barefoot with other ragpickers.

Q. 15. What promise had the writer made with Saheb? What was it that embarrassed her ?

Ans. The writer made a promise to Saheb if she would open a school, would he come. Saheb answered positively. But the writer had to feel small when, after a few days, Saheb asked her if her school was started.

Q. 16. How did the writer recognise each of the ragpickers in her neighbourhood ?

Ans. One day the writer made an acquaintance with Saheb who was a ragpicker and the other ragpickers were his friends. They came every morning and disappeared at noon. The writer used to watch them with deep interest. Over the months, she came to recognise each of them.

Q. 17. What explanation does the writer give for the children not wearing footwear?

Ans. The ragpickers were poor children. They didn't wear shoes, and they had become used to it. Even if they had shoes, they made excuses not to wear them. Some even said that going barefoot was a tradition among them.

Q. 18. What job did Saheb take up ? Was he happy ?

Ans. Saheb took up the job at a tea-stall. He was not happy with it. He was no longer his own master. His face had lost the carefree look. Though he earned ₹ 800 even he was not satisfied.

Q. 19. How has "a dream come true" for Saheb but what is "out of his reach" ?

Ans. Saheb is wearing discarded tennis shoes. One of them has a hole. He doesn't bother about the hole. For one who has walked barefoot, even shoes with a hole is a dream come true. But tennis, the game he is watching so eagerly, is out of his reach.

Q. 20. How does Saheb's life change when he starts working at the tea stall ?

Ans. Now Saheb is getting regular income. He is paid ₹ 800 and all his meals. But he has lost his carefree look. The steel canister in his hand now seems a burden. He is no longer his own master. He has to work for longer hours.

Q. 21. Who is Mukesh ? What is his dream ? Why does it look like "a mirage amidst the dust" ?

Ans. Mukesh is the son of a poor bangle maker of Firozabad, where every other family is engaged in making bangles. His poor father was not able to renovate his house or send his two sons to school. Mukesh wants to be his own master. He dreams to be a motor mechanic. He wants to drive a car, living in such condition, his dream looks like a mirage amidst the dust.

Q. 22. Why does the author say that the bangle-makers are caught in a vicious web ?

Ans. The family of bangle makers are caught in the vicious web of poverty. They are forced to practice their ancestral profession. Gradually they remain poorer, and ill clad throughout their life. On the other hand they have no money to change their profession. They can't think of organising themselves into a co-operative. Powerful people keep the workers in bangle industry helpless and poor.

Q. 23. Seemapuri is on the periphery of Delhi and yet miles away from it. Why does the author say so ?

Ans. Seemapuri is densely populated with hut-ments. In 1971 it was ...
by more than 10,000 ragpickers from Bangladesh.

Q. 29. The bangle-makers of Firozabad make beautiful bangles and make everyone happy but they live and die in squalor. Elaborate.

Ans. The houses of bangle sellers are located in stinking lanes choked with garbage. They live in mud houses which have wobbly doors and without windows. They are too poor to send their sons to school, except teaching them art of bangle making. While polishing the bangles, the workers usually go blind with the dust of it. They make beautiful bangles of all colours, and make everyone happy. But this is the irony of fate that they live and die in squalor. They are too poor to eat one full meal even in their life. They can not form their own cooperative because of the afraid of police. Such type of miserable life they live.

Q. 30. "For the children it is wrapped in wonder, for the elders it is a means of survival." What kind of life do the ragpickers of Seemapuri had ?

Ans. The ragpickers of Seemapuri nearly or more than 10,000 roam to nearby villages and city. The children search for gold in garbage dump and often find a silver coin, a rupee, a ten rupee note or more. They live in squalor area with roofs of tin and tarpauline. The lanes were stinking and full of garbages. They have been living there for the last thirty years. They don't have owned that place. They have made their ration cards. They have no identity, so food is more important for them for survival. They don't earn excess to entertain themselves, so they consider food as their chief meal. Children don't go to school, and they are engaged in their ragpicking business. For them garbage is their gold, food and everything. For the children it is wrapped in wonder but for the elders it is a means of their survival.

Q. 31. How is Mukesh's attitude towards his situation different from that of Saheb ? Why ?

Ans. Mukesh had resolution power and he had a daring attitude to drive a car. His family's profession was to make bangles. But his dreams seem like a mirage. His parents believed in "Karma".

Mukesh wanted to be a motor mechanic. He wanted to go to the garage and learn. He didn't bother how far it was.

On the other hand, Saheb was a ragpicker. He got a job to work at the tea-stall. He was paid ` 800 there with all his meals. But his face lost his carefree look. He was no longer his own master. He felt that his life under his master was not a life of happiness. So, he was no longer his own master. Hence, Mukesh wanted to be his own master while it was opposite with Saheb.

Q. 32. Draw the similarities you see in Saheb and Mukesh.

Ans. First of all both Saheb and Mukesh were child labourers, one engaged in rag picking and then went to work in tea stall, the other worked in hazardous condition in a bangle making factory in Firozabad respectively. The second thing common between both the boys was their poverty. They lived in filthy conditions in their humble cottages, in the narrow stinking lanes of localities. Last but not the least, both Saheb and Mukesh wanted to rise about their lot and improve their condition. They had the dare to dreram big. Saheb desired to play tennis someday, while Mukesh wanted to learn car driving, he wanted to be a motor mechanic, thus breaking away from his family traditions of bangle making.

Q. 33. Where does narrator meet Saheb every morning ?

Ans. The narrator meets Saheb every morning, searching for gold in the garbage dumps thrown in her (narrator's) neighbourhood. He is one of the boys of the barefoot army of ragpickers who are immigrants from Bangladesh.

3. DEEP WATER

— William Douglas

Answer these Questions

Q. 1. What is the 'misadventure' that William Douglas speaks about ?

Ans. William Douglas decided to learn and swim at the Y.M.C.A. pool at the age of ten or eleven because it was not deep. He feared to get into the water but he felt comfortable when he paddled with his new water wings in the water. One day he went to the pool and no one was there. He was afraid of going into the water so he was waiting for others to come. Suddenly a big boy came and he picked the writer up and tossed him into the pool. He at once went on the bottom of the pool. Suddenly on the way he made a plan, that he would hit the bottom and make a big jump towards the surface. But he came up very slowly. He couldn't see anything except water. He became disappointed. He tried twice to jump, but it made no difference. At last he stopped his all efforts. But luckily, before he was about to die, he was taken out of the pool and saved.

Q. 2. What were the series of emotions and fears that Douglas experienced when he was thrown into the pool ? What plans did he make to come to the surface ?

Ans. When he was thrown into the pool, he was frightened. On the way down he made a plan. As soon as he reached the bottom he would make a big jump to the surface. But when he did so it made no difference. He went up very slowly. He became dis-appointed. He felt suffocating. He tried to cry but no sound came. He tried to bring his legs up. But he felt that a greater force was pulling him down. Again he went back to the bottom. Now he was in complete terror. He was stiff with fear. He felt the tiles under him. He jumped with all his strength. But again it made no difference. Now he started down a third time. He stopped all his efforts. He relaxed. He was feeling nice. Everything blanked out. Now he thought that the curtain of life would fail. But luckily, before he was dead, he was taken out of the pool and saved.

Q. 3. How did this experience affect him ?

Ans. His experience shook the writer greatly. The terror and fear siezed him badly. He became upset. He avoided water as far as he could. He was feeling very weak. He couldn't eat that night. Due to fear he never went back to that pool again.

Q. 4. Why was Douglas determined to get over his fear of water ?

Ans. Douglas found that his fear of water had spoiled his joy of fishing, boating and swimming. So he was determined to get over his fear.

Q. 5. How did the instructor "build a swimmer" out of Douglas ?

Ans. The instructor built a swimmer out of Douglas piece by piece. He was an experienced instructor for three months. He held him high on a rope attached to his belt. It went through a pully. The pully ran on an overhead cable. The instructor held on to the end of the rope. Thus the author went back and forth across the pool. He practiced for many weeks. The tension began to grow less. The instructor taught Douglas to put his face under water and exhale and to raise his nose and inhale. Then Douglas had to kick with his legs for many weeks till these relaxed. After seven months the instructor told him to swim the length of the pool.

Q. 6. How did Douglas make sure that he conquered the old terror ?

Ans. Douglas visited some of the famous water spots. At last he went to Lake Wentworth in New Hampshire. He swam two miles across the lake. He made a camp by the

Q. 12. When did Douglas join the Y.M.C.A. pool and why ?

Ans. When Douglas was nearly ten or eleven years old, he had a childhood fear of water. He wanted to get rid of it. The Y.M.C.A. had a swimming pool. It provided an opportunity to learn to swim. That was why Douglas joined it.

Q. 13. What did the writer do to learn swimming at the Y.M.C.A. pool ?

Ans. The writer arranged a new pair of water wings. He accumulated his confidence by seeing other boys. He tried to paddle with his new water wings. He practiced this for two or three times on different days. Now he was feeling easier than before.

Q. 14. Describe the writer's childhood experience when he was three or four years old.

Ans. When the writer was at the age of three or four, one day he went to California beach with his father. The writer was clinging his father, Suddenly a strong wave came and swept over him. He was buried in water. He was not able to breath. His father was stunned. This instance left in his heart a fear of water.

Q. 15. What did the writer notice when he was sitting alone on the side of the Y.M.C.A. pool ?

Ans. He noticed that there was no one around the pool. He was afraid to go in alone. So he just sat at the pool and waited for someone to come.

Q. 16. What do the eighteen years old boy do to the writer and why ?

Ans. The eighteen years old boy saw that the writer was sitting alone on the side of the pool. He cried, "Hi Skinny! How would you like to get ducked ?" And at the instant he picked the writer up and tossed him into the pool.

Q. 17. What did Douglas experience as he went down to the bottom of the pool for the first time ?

Ans. The writer went at once to the bottom of the pool. He was in fear but not much. On the way down, he made a plan that he would hit the bottom and make a big jump. Then he would come to the surface like a cork.

Q. 18. Why did the writer fail to come to the surface of the pool as he hoped to ?

Ans. Douglas jumped with all his strength. But his jump made no difference. He was frightened. He felt that his arms and legs wouldn't move. That was how he was failed to come to the surface as he hoped.

Q. 19. How did the writer feel when he stopped his all efforts to save himself in the pool ?

Ans. Now he was relaxed. A blackness swept over his mind. It removed out all fear. There was no more panic. He felt drowsy. After that everything blanked out.

Q. 20. What did Douglas learn from his experience of drowning ?

Ans. He had the bitter experience of his drowning. He filled with fear and ate nothing that night. He shook and cried when he lay on his bed. He never went back to that pool again.

Q. 21. Why was Douglas keen to get over his fear of water ?

Ans. Douglas had a keen interest of fishing, boating and swimming. That was why he was determined to get over his fear.

4. THE RATTRAP

— *Selma Legerlof*

Answer these Questions

✓ Q. 1. From when did the peddler get the idea of the world being a rattrap ?

Ans. When the peddler was going on his way, he was thinking about his rattraps. Suddenly an idea came into his mind that the whole world was also like a rattrap. Some had already been caught in the snare and the other were still moving round the bait.

✓ Q. 2. Why was he amused by this idea ?

Ans. He was amused by this idea, because the world had never been kind to the peddler, so it gave him joy to think ill of it.

✓ Q. 3. Did the peddler expect the kind of hospitality that he received from the crofter ?

Ans. No, he did not expect that kind of hospitality, that he received from the crofter.

✓ Q. 4. Why was the crofter so talkative and friendly with the peddler ?

Ans. The crofter was a lonely person. He was very happy to talk to the peddler to be away from his loneliness.

Q. 5. Why did he show the thirty kronor to the peddler ?

Ans. He showed the thirty kronor to the peddler because he thought that the peddler did not believe his story of the thirty kronor.

Q. 6. Did the peddler respect the confidence reposed in him by the crofter ?

Ans. No, the peddler did not respect the crofter's confidence, because he was a thief and act accordingly.

Q. 7. What made the peddler think that he had indeed fallen into a rattrap ?

Ans. The peddler had thirty kronor in his pocket. It was a bait that had trapped him. Now he was not getting way to get out of that trap.

Q. 8. Why did the ironmaster speak kindly to the peddler and invite him to his home?

Ans. The ironmaster walked closely up to the peddler. In the uncertain reflection from the furnace, he mistook the man as his old regimental comrade, Captain Von Stahle. He addressed the stranger as Nils Olof, spoke very kindly and invited him home.

Q. 9. Why did the peddler decline the invitation ?

Ans. The peddler declined the invitation because he had thirty stolen kronor in his pocket. He was afraid that by going to the manor house, he would be throwing himself into the lion's den.

Q. 10. What made the peddler accept Edla Willmansson's invitation ?

Ans. The girl was looking full of compassion. She behaved very friendly. The peddler felt confidence in her. This is why he accepted her invitation.

Q. 11. What doubts did Edla have about the peddler ?

Ans. Edla doubted peddler's outlook appearance and behaviour. Also he did not seem to have been an educated man. It seemed to her that he had stolen something or had escaped from jail.

Q. 12. When did ironmaster realize his mistake ?

Ans. When iron master saw the peddler in bright light in the morning and the peddler was looking gentleman. His hair was cut, he had been washed, had shaved and well dressed. How the ironmaster could clearly see that he had been mistaken in taking the tramp for an old regimental acquaintance.

Q. 13. What did the peddler say in defence when it was clear that he was not the person that ironmaster had thought he was ?

Ans. The peddler told that it was not his fault. He had show himself only as a poor trader. He had never pretended to be a former captain. He begged for he might he allowed to stay at the forge. In this way the peddler tried to done defend himself.

Q. 14. Why did Edla still entertain the peddler even after she knew the truth at about him ?

Ans. Edla was very kind hearted girl. She thought to entertain the poor hungry man an Christmas eve. So, she had made great preparation for it. She told her father to let the tramp stay with them for the Christmas eve. Seeing his wretched condition she felt real pity for him.

Q. 15. Why was Edla happy to see the gift left by the peddler ?

Ans. Edla became deeply embarrassed when she heard at the church that the peddler was a thief. But when she got the gift and letter inside it, she came across that the man was very gentleman.

Q. 16. Why did the peddler sign himself as Captain Von Stahle ?

Ans. It was a captain that he had been invited to the manor house and accordingly he had got all the opportunity to come out of the rattrap into which he had been caught.

misunderstanding. He warns the ironmaster too, "will get caught in the trap." And the ironmaster too accepts that it is not so badly said.

Q. 23. The Story 'The Rattrap' focuses on human loneliness and the need to bond with others. Explain.

Ans. Man is a social animal. His interaction with others makes him, generally, unwelcome by every one. When the peddler knocked on the door of the roadside cottage to ask shelter for the night, he was allowed with a welcoming face of the owner. He was an old man without wife and child. So he was happy to get someone to talk to in this loneliness.

At once, he prepared for him and served him supper. After that he took out enough tobacco for his pipe and played "majolis."

The old crofter informed his guest that in his days of prosperity he had been a crofter at the Ramsjo Ironworks. Now he was old and his cow supported him. He got thirty Kronor he received last month for cow's milk. He got up and took out the pouch and showed him the three wrinkled ten Kronor notes moving them knowingly before his guest's eyes.

The story focuses also on the need to bond with others.

Q. 24. Have you ever known/heard of an episode where a good deed or an act of kindness has changed a person's view of the world ?

Ans. There is no dearth of such episodes where good deeds or acts of kindness changed persons' views of the world. Once upon a time a saint lived in an Indian forest. In his ashram he had a beautiful horse which was the fastest of its time. Whenever the saint rode the horse it used to talk with air. Its fame spread soon all around.

A bandit got very much interested in the saint's horse. He went to the saint to buy the horse at any price but he refused to sell the horse. But the bandit did not give in.

One day disguised as a saint he lay groaning on the path, the saint was riding on his steed. He signalled and the rider saint stopped near him. He pretended to be suffering and asked for a ride. The saint helped him ride first and the disguised robber made the horse gallop leaving behind the saint. He revealed his robber's identity.

The saint called him back and requested him not to tell this incident to anyone otherwise nobody would be prepared to help a sufferer or a person in need.

This theme changed the life of the bandit totally. He returned the horse to the saint at once. One day he became a prominent saint in India.

Q. 25. What kind of life did the peddler live and...

Answer these Questions

Q. 1. Strike out what is not true in the following :

(a) Rajkumar Shukla was :

(i) a sharecropper

(ii) a politician

(iii) delegate

(iv) a landlord

(b) Rajkumar Shukla was :

(i) poor

(ii) physically strong

(iii) illiterate

Ans. (a) (iv) a landlord, (b) (ii) physically strong.

Q. 2. Why is Rajkumar Shukla described as being 'resolute' ?

Ans. Rajkumar Shukla wanted Gandhiji to accompany him to his district named Champaran and Gandhiji was busy at that time and had many engagements. But Shukla never left Gandhiji's side. He went wherever Gandhiji went. Ultimately Gandhiji spared time to go with him. These situations show that he was very resolute.

Q. 3. Why do you think the servants thought Gandhiji to be another peasant ?

Ans. In Patna, Shukla led Gandhiji to the house of a lawyer Rajendra Prasad. The servants know Shukla. He was a poor peasant of Champaran. He always troubled Rajendra Prasad to take up the cause of the indigo sharecroppers of Champaran. So, the servants took Gandhiji to be another peasant.

Q. 4. List the places that Gandhiji visited between his first meeting with Shukla and his arrival at Champaran.

Ans. Gandhiji visited following places :

Patna, Dr. Rajendra Prasad house, Muzaffarpur, Pro. Malkani's home and lastly Champaran.

Q. 5. What did the peasants pay the British landlords as rent ? What did the British now want instead and why ? What would be the impact of synthetic indigo on the prices of natural indigo ?

Ans. The peasants were forced to plant fifteen percent of the land, with indigo. They surrendered the entire indigo harvest as rent. Now Germany had developed synthetic indigo. Indigo plantation was no more profitable. Now the landlords wanted compensation from the peasants for releasing them from the indigo-raising agreement.

Q. 6. The events in this part of the text illustrate Gandhiji's method of working and non-violence ? Can you identify some instances of this method and link them to his ideas of Satyagrah

Ans. Gandhiji acted according to his inner conscience. He didn't do any work against the moral and ethics. He followed this idea against the Britishers. He didn't think to win evil by evil. He always followed the principle of non-violence to protest the truth. Dandi March was one example of it.

Q. 7. Why did Gandhiji agree to a settlement of 25% refund to the farmers ?

Ans. British planters wanted some excuse to strengthen the dispute with the peasants. But Gandhiji proved too wise for them. He at once ended the deadlock by accepting what the planters wanted. Even so, the British had to compromise with their pride.

Q. 8. How did the episode change the plight of the peasants ?

Ans. Now the peasants raised their courage, they understood their rights and also defenders of their rights. The British planters also left their estates. And now these estates came back to the peasants. Indigo sharecropping now disappeared for ever.

Q. 9. Why do you think Gandhiji considered the Champaran episode to be a turning-point in his life ?

Ans. Gandhiji declared to the Britishers that they can not order him about in his own country by this episode. Gandhiji refused to leave Champaran when he was ordered. Ultimately the government had stopped.

Q. 10. How was Gandhiji able to influence lawyers ? Give instances.

Ans. The lawyers wanted Andrew to stay in Cham-paran and help them. But Gandhiji was not ready and he opposed them. He said that it would be their weakness to take the help of an Englishman. They should know how to win their own battle, also they should learn to be self-reliant.

Q. 11. What was the attitude of the average Indian in smaller localities towards advocates of 'home rule' ?

Ans. The average Indian in smaller localities was afraid to show sympathy for advocates of 'home rule'.

Q. 12. How do we know that ordinary people too contributed to the freedom movement?

Ans. The ordinary people were also interested in freedom movement and they always stood with Gandhiji at every juncture. At Motihari, they flocked in thousands when they come across that Gandhiji was in trouble with the authorities. They were ready to do anything in this movement. Thus, here, we can say that ordinary people too contributed in the freedom movement.

Q. 13. "Freedom from fear is more important than legal justice for the poor."

Do you think that the poor of India are free from fear after Independence?

Ans. Yes, it is correct, that "Freedom from fear is more important than legal justice for the poor." Indian poor are too poor to engage good lawyers. Indian lawyers charges heavy fees. This is what Gandhiji said to the lawyers in Bihar when they called on him. Gandhiji scolded them for charging heavy fees from them.

It is true that poor peasants are afraid from the landlords. The biggest fear for them is to earn their livelihood. Hence, they are exploited. Money and crime go altogether. The poor can not raise their voice. Who cares for them ? Some people live fearless in india. They are rich industrialist, big landlords, politicians etc.

Q. 14. The qualities of a good leader.

Ans. (1) A good leader is a model for all.

(2) He has the personality traits of fearlessness, bravery, hard work and spot decision making.

(3) He has the feeling of sacrifice for his motherland.

(4) A good leader must be a man of words and truthfulness.

(5) He must be punctual, he should have the love for humanity.

(6) At the time of national calamities he sets examples for others and helps with his full strength.

Q. 15. Why did Gandhiji go to Lucknow in December, 1916 ? Who met him there and why ?

Ans. Gandhiji went there to attend the Indian national congress convention. There he met Rajkumar Shukla, a poor peasant. He was from Champaran. He wanted to take Gandhiji to Champaran and help the poor sharecroppers.

Q. 16. How did Shukla succeed in persuading Gandhiji to visit Champaran ?

Ans. Shukla was determined person. He went wherever Gandhiji went. He didn't leave him until he gave his consent to visit Champaran. At last Gandhiji said, "I will be in Calcutta on such and such date. Come and meet me and take me from there."

Q. 17. What did Rajkumar Shukla tell Gandhiji about the landlord system in Bihar?

Ans. He told him that in Bihar there was a cruel landlord system. The peasants were sharecroppers and were exploited by the British planters. He wanted that Gandhiji would see their condition himself.

Q. 18. How were Gandhiji and Shukla treated at Rajendra Prasad's house ?

Ans. When Shukla and Gandhiji went to his house, at that time he was out of town. The servants allowed them to stay on the grounds of the house. The servants mistook Gandhiji for an untouchable. They did not permit him to draw water from the well.

Q. 19. Why do you think the servants thought Gandhiji to be another peasant ?

Ans. They thought Gandhiji to be another peasant because Gandhiji was very simple in his dress and manner. He never made himself as a great leader. Moreover, he was looking thin and had a dark complexion. That is why they mistook him to be another peasant.

Q. 20. Why did Gandhiji decide to go to Muzaffarpur ? Where did he stay there ?

Ans. Gandhiji decided to go to Muzaffarpur because it was on the way to Champaran. Gandhiji wanted to have a true picture of the Zamindari system there. He stayed there at the house of prof. Malkani who was a teacher in government school.

Q. 21. What were the terms of the indigo contract between the British landlords and the Indian Peasants ?

Ans. In their ancient agreement, the peasants had to grow indigo on 15% of the land and surrender it as rent to the British landlords. But when Germany developed synthetic indigo, The British planters no longer wanted the indigo crop. Therefore they forced the peasants to give compensation for freeing them from the contract.

Q. 22. Why did Gandhiji chide the lawyers and what conclusion did he come to ?

Ans. The lawyers were taking high fees from the poor peasants. Gandhiji chided them for this. He also told them if they would continue this practice, it would not be good to go to court. When the peasants were in fear, law courts were useless. So, the first need was to get rid of fear.

Q. 23. Why did Gandhiji feel that taking the Champaran case to the court was useless?

Ans. Gandhiji felt that the peasants should be away from the fear. They should not be exploited any more. If it would be continued, law courts were useless.

7. THE INTERVIEW

— *Christopher Silvester*

Answer these Questions

Q. 1. What are some of the positive views on interviews ?

Ans. In the 130 years of its existence, interview has become an internal part of journalism. It is a useful means of communication, a source of truth and an art. Denis Brian has told that in today's world we get to know "our contemporaries" through their interviews.

Q. 2. Why do most celebrity writers despise being interviewed ?

Ans. Most of the celebrity writers despise being interviewed because they consider it as an unwarranted intrusion into their lives. They feel that it somehow diminishes them.

Q. 3. What is the belief in some primitive cultures about being photographed ?

Ans. Some primitive cultures believed that taking photograph of a person is no less than stealing his or her soul out of the body.

Q. 4. What do you understand by the expression “thumbprints on his windpipe” ?

Ans. It means having been strangled. The interview is an assault on a person as it makes him or her so tense that he or she feels as good as being choked.

Q. 5. Who, in today’s world, is our chief source of information about personalities ?

Ans. In today’s world, interview is our chief source of information about personalities, because it provides us with the best possible information on the interviewees.

Q. 6. Do you think Umberto Eco likes being interviewed ? Give reasons for your opinion.

Ans. Yes, he likes being interviewed. For that the reason are he felt just ease with the interviewer and gave the answers patiently. He stated his achievement in a very modest manner and explained his philosophical views and interest clearly. He elaborated his approach which was unique. He showed his good manner at the time of interview.

Q. 7. How does Eco find the time to write so much ?

Ans. In this regard Eco has stated in his own words that the life of every person has empty space period with no important jobs. He says that he did most of his writing works during these free intervals. The fact is that he was writing on the same lines and same interest-peace, non-violence, etc. He saved his time, and he could write a lot in a short period of time. That was the secret of his writing.

Q. 8. What was distinctive about Eco’s academic writing style ?

Ans. Umberto Eco’s academic writing style is narrative. He has a certain playful and personal quality about it. It is much different from the regular academic style of writing which is thought to be depersonalised, monotonous, emotionless and boring.

Q. 9. Did Umberto Eco consider himself a novelist first or an academic scholar ?

Ans. Umberto Eco consider himself an academic scholar first. He says that he considers himself a university professor who writes novels on Sundays. And on week days he attends academic conferences and does other scholarly and non-fictional work.

Q. 10. What is the reason for the huge success of the novel, The Name of the Rose ?

Ans. “The name of the rose” contains a very serious theme. It is a detective story at one level. But it also probes into metaphysics theology and medieval history. However the reason for the success of the book remains a mystery for us.

Q.11. The medium you like best for an interview, print, radio, or television.

Ans. I think the television medium is best for an interview. It shows both audio and visual effect. Apparently it shows the interviewer and interviewee before the audience in their same manner. Actually the celebrities have their private life still everyone is anxious to know about their personal lives. It is very difficult for them to hide their personal matters related to family issues or love, affairs in their lives. To pacify the query of the audience such types of questions are often asked. But somehow the celebrities make cut short in their answers which shows that they are really being embarrassed.

